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ABSTRACT

A mail survey was conducted of all migrant youth who had received awards from the Gloria and Joseph Mattera National Scholarship Fund for Migrant Children during 1986-1992. Of the 354 scholarship recipients, 129 responded. In addition, 26 scholarship recipients were interviewed through structured telephone surveys. Over 92 percent of the mail respondents were Hispanic, with over 84 percent indicating that their home language was Spanish. Respondents indicated that 31 percent of financial aid was scholarships and fellowships, 22 percent was loans, and 33 percent was work or work-study. Approximately half indicated that the family and themselves were the most significant factors affecting decisions to enter and to continue postsecondary education. The most frequently mentioned obstacle to postsecondary education was lack of financial support. The greatest benefits acquired from college experience were access to a career, personal growth and knowledge, and increased self-confidence. Advice provided by respondents to other migrant students planning on attending college included talking to counselors, setting high goals, being persistent and open-minded, and applying what they had learned in school to life and careers. The document contains data tables, graphs, and survey questionnaires. (KS)

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Migrant Farmworker Students: Decisions Involved in Post-Secondary Participation and Success

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Migrant Farmworker Students: Decisions Involved in Post-Secondary Participation and Success

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PREFACE

In the now famous 1960 documentary on migrant farmworkers, "Harvest of Shame," Edward R. Murrow stated, "There is no case upon the record of the child of a migrant laborer ever receiving a college diploma." Thirty-five years later 50% of migrant farmworker youth drop out of school before completing high school and of those who graduate a small percentage actually enroll in post-secondary education. Giant steps have been made, however, and each year hundreds of migrant farmworker youth enter post-secondary educational institutions. There are now numerous former migrants represented in all walks of life: politics, law, religion, science, education, the arts and business.

Many migrant youth return to their home communities to teach, run businesses and some, also, continue to work in agriculture with their families. This study demonstrates the obstacles, struggles and successes of many of these youth as they attempt to meet their educational dreams. It is our belief that the information provided by the respondents from this study is representative of the concerns/problems of other migrant youth. It is our hope that because of the comments and disclosures by the respondents other migrant youth will be able to avail themselves of the opportunity for successful participation in post-secondary education.

Special appreciation is extended to each of the migrant youth who took the time to respond to requests for information. Some of the respondents were interviewed during busy exam weeks and still enthusiastically shared valuable information.

This study has two companion documents:

- Go for It! Migrant Students Succeed in College - this publication is designed to assist migrant high school youth to prepare for enrollment in post-secondary educational opportunities.

- Your Child Can Go to College - this bilingual brochure (Spanish/English) will provide migrant parents with information to assist them to support or encourage migrant students to pursue a post-secondary education.

These documents are available upon request from the BOCES Geneseo Migrant Center.

Robert Lynch, Director
BOCES Geneseo Migrant Center

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Executive Summary

This study of migrant farmworker students and their decisions involved in post-secondary participation and success was designed to collect demographic and contextual data on migrant youth who have received the Gloria and Joseph Mattera National Scholarship Fund for Migrant Children awards from 1986-1992. The study was conducted by the Board of Cooperative Educational Services (BOCES) Geneseo Migrant Center, which administers the Mattera Fund.

The main objective of the study was to investigate factors influencing migrant youth's participation and success in post-secondary education through a three-phase approach involving survey, analysis, and dissemination. This study investigated both the entire population (through questionnaire) as well as an in depth sample of migrant students from the scholarship recipients' pool (through a telephone survey). The highlights of the data collected are summarized below:

- Over 92% of the 129 respondents were Hispanic with over 84% indicating that their home language was Spanish. Seventy-eight percent of the respondents indicated that their family had worked over 10 years in agriculture.

- Respondents indicated that 31% of the sources of financial aid included scholarships/fellowships, 22% loans and another one-third indicated work or work/study. There did not seem to be difficulty finding or obtaining assistance for approximately half of the respondents; however, others found difficulties in accessing information, maintaining grades to qualify, paperwork, and a need to work to support themselves or their families.

- Approximately one-half of the respondents indicated that the family and themselves were the most significant factors affecting both their decisions to enter and to continue in post-secondary education. Friends and peers were not found to be key in decision making before attending post-secondary education, but were found to be key in students' decisions to continue once they were enrolled.

- The most frequently mentioned obstacle to post-secondary education was the lack of finances. Others included financial responsibilities, adjustment to college life, lack of family support, and not being adequately prepared by high school. Students dealt with these obstacles by obtaining scholarships,

membership in the College Assistance Migrant Program (CAMP), joining student groups, finding friends, and participating in various organizations.

- The greatest benefits acquired from college experience, according to the respondents, were access to a career, personal growth and knowledge, and increased self confidence.

- Advice provided by respondents for other migrant students planning on attending post-secondary education included: talking to counselors, setting high goals, being persistent and open minded, and applying what they had learned in school to life and careers.

- The influences in the decisions made by respondents regarding post-secondary participation and success can be mainly attributed to *opportunity issues* such as access to quality counseling; *personal issues* including the individual's motivation and beliefs about self efficacy; *financial factors* including access to scholarships, loans, and work or work-study; and *resource and support issues*, especially ongoing support from family and educational personnel.

Introduction

Background Information

This final report of the study on migrant farmworker students and their decisions about post-secondary participation and success was funded through the U.S. Department of Education, Office of Educational Research and Improvement (OERI) during FY 1993 and FY 1994. The data sources for the study conducted by the New York-based Board of Cooperative Educational Services (BOCES) Geneseo Migrant Center included post-secondary students who were recipients of scholarships from the Gloria and Joseph Mattera National Scholarship Fund for Migrant Children from 1986-1992.

The Mattera Fund is a national scholarship fund for migrant youth involved in the pursuit of post-secondary education. Mattera Scholarship Fund awards are granted according to a student's migrant background, need, and academic promise. The Mattera Fund's priority is to serve the youth of families who have migrated within the previous 12 months to pursue agricultural work in another state and who are dependent upon such work for their livelihood.

While most students have chosen to attend four-year schools, some have chosen two-year institutions. Most awards were given to high school students during the spring of their senior year as they prepared for their first year of college, but awards were also given to students already engaged in post-secondary work. In some cases, awards were provided to secondary students who needed financial assistance to complete high school or to drop-outs to complete GED or vocational training. The latter students were not included as data sources for this study; rather the focus was on the group of students who prepared for their first year of college or who were already enrolled in post-secondary institutions.

Overview of the Study Design

A variety of data collection approaches were utilized in this study to obtain demographic and contextual data on migrant youth. The entire population (354) of scholarship recipients received a structured questionnaire requesting demographic and family information, high school and college/post-secondary information, and space for open-ended comments. One-hundred twenty-nine questionnaires were returned. A qualitative, actor-centered, ethnographical narrative was employed for a follow-up of 26 students selected from the original group of students. This semi-structured telephone interview elicited narrative from students who were representative of all phases of the post-secondary cycle from freshman through seniors, graduates, and students who had not completed school. The data reduction was accomplished through systematic constituent and content tabulations and analyses of responses and trends.

Overview of the Final Report

This final report was designed to provide educators, funding and resource allocation decision makers, and educational policy makers with information about factors influencing migrant youth's participation and success in post-secondary education. This information can be used to help design programs; improve instructional, counseling, and support strategies; and help school staff involved in school restructuring to focus on the educational success of *all* students.

The remainder of the final report contains the following sections:

- description of the study;
- data analysis;
- conclusions and recommendations for further study; and
- an appendix including data collection forms.

Description of the Study

Study Objectives

The main objective of the study was to investigate factors influencing migrant youth's participation and success in post-secondary education through a three-phase approach involving survey, analysis, and dissemination. This study addressed important questions dealing with migrant students' resiliency, efficacy, and locus of control. Specific focus questions of the study include:

- What decisions were involved in migrant farmworker youths' participation in post-secondary education and how were these decisions made?
- What constraints did migrant students enrolled in post-secondary institutions face?
- How much control over outcomes did migrant youth think they had before, during, and after post-secondary participation and how was this related to the decision process?
- What structural and situational variables, differentiating the migrant farmworker youth population, were predictive of post-secondary decisions and outcomes?

Study Participants

Migrant students involved in the study were students who received scholarships from October 1, 1986 to September 30, 1992 through the Gloria and Joseph Mattera National Scholarship Fund for Migrant Children (Mattera Fund). While the Mattera Fund is listed on numerous databases of financial aid for college students, most migrant youth learn about the fund through the migrant education programs in their schools. Since its inception in 1974, more than 800 scholarships--now averaging 75 per year--were awarded by the Mattera Fund to migrant students residing in 33 states.

Data Collection

Data were derived by means of highly structured formalized questionnaires and structured telephone interviews with key informants. To collect demographic as well as

contextual data, questionnaires were mailed to all 354 Mattera scholarship recipients who received awards for post-secondary studies between 1986 and 1992. A self-addressed stamped envelope was included with the mailing to ensure a larger number of returns. The Mattera Fund application form from each of the scholarship recipients included several possible addresses, one current for the student at the time of application, a parent's, and a home address. To achieve a respectable number of completed returns, the project's research specialist tracked non-returned surveys and followed up with second and third mailings to alternative addresses. The Appendix contains a copy of the questionnaire.

The questionnaire elicited data on respondents' ethnic, economic, and migrant farmworker background; gender, age, marital status, family configuration (birth order, siblings' participation in higher education, parents' level of education), respondents' first language, permanent residence location, high school rank and curriculum track, college choice, type of degree sought, academic performance and support, grade point average, class standing, influential role models, means of paying for education, reasons for staying in post-secondary education or dropping out, and other pertinent data.

A sample of 26 migrant students, stratified for ethnicity, migration patterns, and years of college participation were identified from agency records and interviewed by telephone regarding their experience in choosing higher education and the causes for continuing or dropping out of college. The Appendix contains a copy of the structured interview form that was designed to elicit open-ended narratives with follow-up probes. This format was employed in order to reconstruct the original decision process and provide as detailed a record as possible about the choices in post-secondary and the level of satisfaction with post-secondary education choices. Respondents were asked to assess the process and identify the particularly serious problems or obstacles they encountered, how they dealt with them,

and the resources they drew upon in making their decisions. They were also asked to give advice to other migrant youth contemplating post-secondary education.

Through the use of questionnaires and background information reported by the students on their scholarship applications, this study investigated the entire population of scholarship recipients for the designated time period. Through the use of the telephone surveys, an in depth sample of migrant students from the identified database of the scholarship recipients' pool was studied. This two-pronged approach allowed for the collection of subjective and objective data to complement the demographic data collected by means of the questionnaire. The qualitative data served to enrich and put the quantitative data into proper perspective and allowed the study participants--the migrant youth themselves--to voice their experiences.

Data Analysis

Overview

Data for this study were collected in two phases. *Phase one* occurred during the first half of 1994 and involved the distribution of questionnaires to all 354 recipients of the Gloria and Joseph Mattera National Scholarship Fund for Migrant Children who were pursuing post-secondary studies. One hundred twenty-nine surveys (36%) were returned and analyzed. *Phase two* occurred during the second half of 1994 and consisted of structured telephone interviews with a sample of 26 Mattera Scholarship recipients.

Migrant Eligibility

A migrant child is one whose parent or guardian is a migratory agricultural worker or a migratory fisher, and who moved within the past 12 months from one school district to another to enable the child, the child's parents, guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity. For the purposes of receiving Mattera Scholarship funds, currently and formerly migrant students were eligible, but priority was given to the currently interstate youth. Only a few formerly-migrant students received awards. Respondents were asked about the type of work that constituted their family's primary employment. Exhibit 1 lists the agricultural crops in which the respondents and their families worked. Those crops listed most frequently included: sugarbeets (n=29), tomatoes (n=21), and lettuce (n=15). Job tasks the respondents and their families were involved in included: thinning, field walking, packing, cutting, hoeing, picking, weeding, wrapping, detasseling, harvesting, cleaning, cultivating, clipping, and packaging of various crops. In addition, qualifying work included shearing sheep, working in a cannery, pinhooking, bailing pine straw, driving tractors, doing nursery work, pruning trees, and doing dairy farm work.

One hundred or 78% of the 129 respondents said that their families had worked ten or more years in agriculture. Twenty-five others (19%) reported three to ten years. Eighty-three respondents (64%) reported that their families continue to work in agriculture.

EXHIBIT 1
Migrant Qualifying Work Agricultural Crops

apples	chili	melon	potatoes
apricots	citrus	olives	raspberries
asparagus	corn	onions	soy beans
avocados	cotton	oranges	squash
beans	cucumbers	peaches	strawberries
blueberries	grapes	pecans	sugar beets
broccoli	hops	peppers	tomatoes
cabbage	lemons	pickles	watermelons
cantaloupe	lettuce	pinestraw	wheat
cherries			

PHASE I DATA ANALYSIS - Demographic Information

Exhibit 2 provides a visual representation of the ethnic profile of the respondents to the questionnaire that included 45 males (35% of the total) and 84 females (65% of the total). Most of the 129 respondents were Hispanic (92.2%), six were Caucasian (4.7%), three were African-American (2.3%), and one was Asian. The ethnic profile of the respondents is similar to the national ethnic profile of migrant students as indicated by the National Migrant Student Record Transfer System (MSRTS). One hundred nine (84.5%) indicated that Spanish was their home language, one indicated Vietnamese (.8%) and the rest indicated either English or English and Spanish (14.7%) as their home language.

EXHIBIT 2
Mattera Scholarship Recipient Respondents by Ethnicity

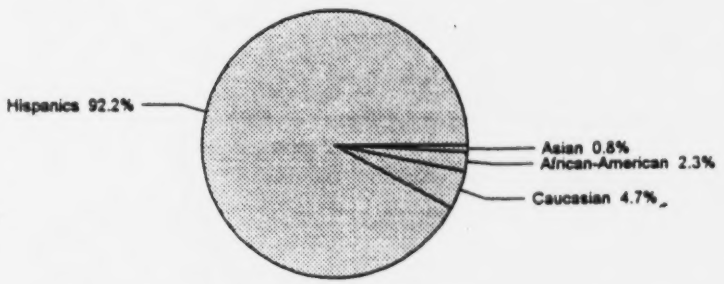


Exhibit 3 illustrates that 46 (36%) of the respondents were born in Mexico, 38 (29%) were born in Texas, 31 (24%) in other states within the U.S., one in El Salvador (1%) and 13 (10%) did not respond to this item. Currently the respondents are concentrated in the U.S. Southwest with 62 in Texas, 20 in Arizona, and nine in California.

Seventy-six percent of the respondents (n=98) reported that they are single while twenty-one percent indicated that they are married (n=27). Two respondents are divorced and two did not complete this part of the questionnaire. Eighty-four percent or 109, of the respondents reported that they have no children, while 19 respondents (15%) have children. One person did not respond to this question.

EXHIBIT 3
Mattera Scholarship Recipient Respondents by Place of Birth

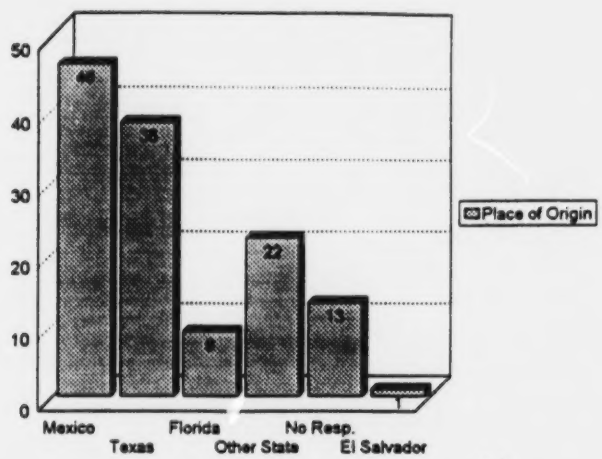


Exhibit 4 summarizes student responses related to high school graduating class size. Fifty percent of the students came from schools with more than 300 seniors. A small percentage (14%) came from schools with fewer than 100 graduating seniors.

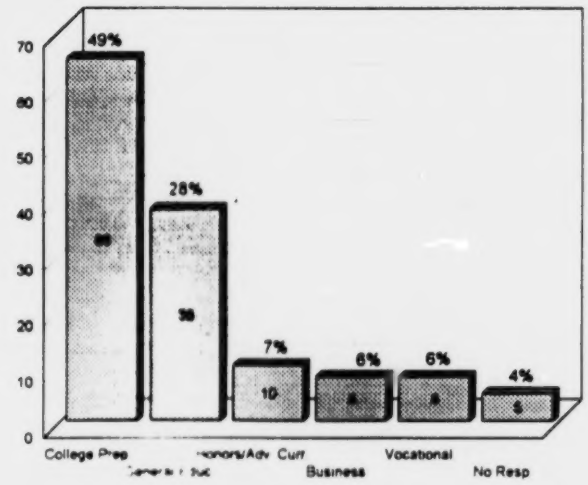
EXHIBIT 4
High School Class Size

Class Size	Number	Percentage
Less than 50	8	6%
51-100	10	8%
101-200	29	22%
201-300	16	12%
301-500	36	28%
500+	28	22%
GED	1	1%
No Response	1	1%
Total	**129**	**100%**

As a group, the respondents tended to do well in high school with almost half (68) ranking in the upper 10 percent of their graduating class and only two ranking in the lower 49 percent of their graduating class. Twenty-one respondents did not know or did not respond to this item. According to scholarship records, thirteen respondents had received Texas Exemplary Migrant Student awards for students whose scholarship and leadership identified them as outstanding. The Texas Migrant Interstate Program annually recognizes 10 migrant students who have demonstrated exemplary leadership and academic skills. Since 1985 the Mattera Fund has given each of these students a Mattera award.

Ten (8%) of the respondents indicated that they were in an honors or advanced curriculum track, 65 (50%) indicated enrollment in a college prep track, eight (6%) indicated participation in a business, 38 (30%) in a general education or vocational education track. Exhibit 5 illustrates the high school curriculum/track in which the respondents participated.

EXHIBIT 5
Mattera Scholarship Recipient Respondents by High School Curriculum/Track
(Percentages and Number of Students)



(Five students gave two responses resulting in a duplicate count)

Twenty-six percent of the respondents (33 students) indicated that their father had no formal schooling while 24% (31 students) indicated that their mother had no formal schooling. The majority of respondents indicated that their parents had only a grade school education with 53% of fathers and 56% of mothers completing only grade school. Five respondents gave two answers resulting in a duplicate count.

The questionnaire elicited information about siblings who had undertaken post-secondary studies. Forty-eight of the respondents were the first born in their families. Of the 81 respondents with older siblings, 54 (67%) reported that older siblings had gone beyond high school studies. Forty-two of the respondents reported siblings too young to undertake post-secondary work. Two gave no information.

Of the 85 respondents reporting siblings old enough to have attended post-secondary schools, 56 (66%) said that siblings had followed them to post-secondary education. Others reported, as additional information, that younger siblings were planning to attend college.

Exhibit 6
Parents' Educational Level

Educational Level	Mother	Father
No Formal Schooling	31	33
Grade School	72	69
High School	17	23
Some College	6	2
College Graduate	3	2
Total	129	129

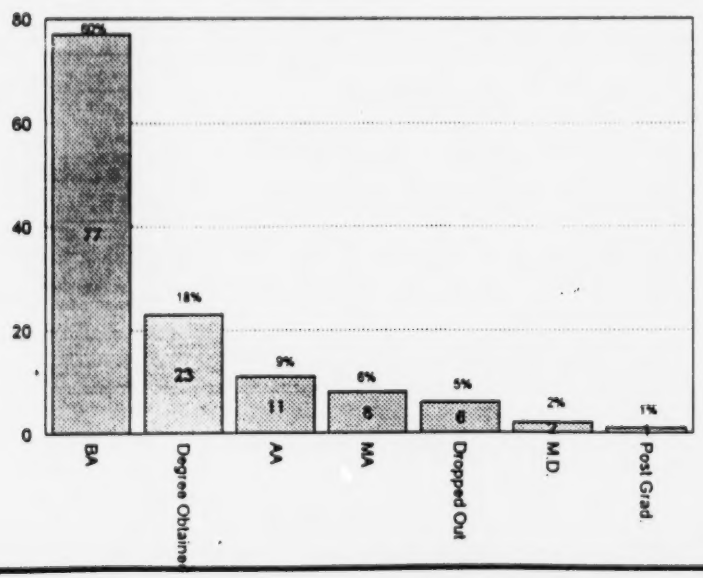
Fifty-one (40%) of the respondents indicated having graduated from high school before 1990. Sixty respondents (46%) indicated graduating in 1990, 1991, or 1992, and 18 (14%) did not respond to this item. Twenty-nine percent of the respondents have already obtained a

post-secondary degree, 30 received a bachelor's degree, two a master's degree, two an associate's degree, and three received certificates or licenses.

Most of the respondents are currently seeking a bachelor's degree, with 60% (77 students) falling in this category. Eleven students (9%) are seeking an associate's degree and eight (6%) are seeking a master's degree. Two students (2%) are working toward a doctor of medicine degree and one (1%) is seeking a post graduate fellowship. Twenty students (16%) have obtained a degree or certificate and are now working, and 6 (5%) have dropped out and are not continuing their education. Three students have completed degrees and are looking for work or applying to a graduate program. Exhibit 7 below illustrates this information. Most respondents are doing well in their post-secondary studies with 98 (76%) obtaining a grade point average of 2.5 or higher (on a four point scale).

Of the twenty students who have completed degrees and are working, the greatest number, eight are teaching. Three others are in the accounting field and four are in management positions.

EXHIBIT 7
Mattera Scholarship Recipient Respondents by Degrees/ Certificate Sought



Factors in Dropping Out of Post-Secondary Programs

On a question regarding dropping out of post-secondary education, 16 of the respondents indicated that they had, at one time, dropped out. All 16 students who had indicated that they had dropped out mentioned that they had already returned to school or planned to return to school. Exhibit 8 lists the reasons stated for dropping out of school. Most respondents provided multiple reasons for dropping out with inability to pay for school being the top reason. A related factor, needing to work, was the next most frequent reason cited with these two factors accounting for 53% of the total. School related factors including: "poor grades", "did not enjoy major", and "was not interested" accounted for only 14% of the reasons for dropping out. Personal factors including "marriage", "raising children", "taking care of the family", "stress", and "death in the family" accounted for the remaining 33% of the reasons.

EXHIBIT 8
Reasons for Dropping Out of Post-secondary Education

Source	# of Students
Unable to pay	10
Work	9
Take care of family	6
Poor grades	3
Marriage	2
Raise children	2
Lack of interest	1
Stress	1
Death in the family	1
Did not enjoy major	1
Total	*36

**This number is a duplicated count as some students chose more than one reason*

Respondents' Goals for College/Post-secondary Education

One item on the questionnaire asked if the subjects' goals for college/post-secondary education had changed, and if so, to indicate how. Twenty-six respondents (20%) indicated having changed their goals. Only two students indicated that the change included a lowering of their expectations. One student was unable to attend law school because of economic reasons and the other dropped out to raise a family.

For 13 of the 26 respondents (50%) who indicated having changed their goals, the change encompassed obtaining a higher degree than originally planned. Two had decided to pursue a law degree, two a Ph.D., six a master's degree, and two changed goals from obtaining an associate's degree to obtaining a bachelor's degree. Two students indicated a change to allow them to help other people such as themselves (migrant Hispanic students). Nine students changed career choices, moving from one major to another.

The original application completed by Mattera award winners included a space for inserting a statement of "educational goal". A comparison of the original "educational goal", as stated in most cases by a high school senior, with the degree obtained by the 34 respondents who listed a degree obtained, shows 65% (n=22) completing degrees closely related to the original "educational goal" while 35% (n=12) completed degrees very different from their original plan.

Sources of Financial Aid

Exhibit 9 presents the sources of financial aid as listed by the 129 respondents during their post-secondary studies. However, since all of the participants in the study were recipients of the Mattera Scholarship, it would be reasonable to include a positive response for the scholarship item for all 129 respondents. Most respondents listed more than one source of aid. About 33% of the sources listed were work or work-study while 31% were scholarships, fellowships, grants, and federal and state aid. Twenty-two percent of the

sources listed were loans while only 12% were identified as family assistance or sponsorship.

EXHIBIT 9
Sources of Financial Aid

Source	# of Students
Scholarships	94
Loans	90
Work	77
Work-Study	58
Family	49
Grants	30
Financial Aid*	11
Federal Aid	1
Fellowship	1
Sponsorship	1
State Aid	1
Total	**413**

**Questionnaire listed "work", "work-study", "scholarship(s)", "loan(s)", "family/parent support", and "other" as check-off boxes. Eleven wrote in "financial aid" after check "other".*

Almost half of the respondents indicated that they had none or very few problems in finding or obtaining loans, financial assistance, or scholarships. Those that did experience problems indicated a wide range of difficulties. Several students indicated having problems obtaining and maintaining scholarships but experienced no problems with securing loans. As one student wrote "Loans were easy (to obtain), scholarship money was scarce". Only one student had a problem finding a scholarship for graduate work and another was unable to qualify for scholarships without specifying a major.

Three students were unable to qualify for scholarships because they were permanent residents and not U.S. citizens. Three more students cited low grades as a reason for not qualifying for scholarships. One student blamed her low grades on her participation in community and leadership activities while another pointed out, "Many of the requirements (for scholarships) were to be active in extra curricular activities. My job and school did not allow me to be very much involved after school" .

Five students indicated problems in finding out about the financial assistance for which they qualified while another felt that there were not enough people to help them with the financial aid process. In contrast, three students who did not experience problems gave credit to their high school counselors or university financial aid staff. As one student stated, "I did not have many (problems), because I had a very good guiding counselor in high school".

Five students indicated problems with the paper work required to apply for assistance. Two specifically mentioned having problems obtaining letters of recommendations. Three students experienced a reduction in financial aid due to a loss of scholarships or grants with one student reporting, "Every year I have received less and less financial assistance. It seems that the more I work the less financial aid I receive. Then of course I have to work more. It has become a vicious circle".

Exhibit 10 lists the loans and scholarships that respondents specifically mentioned as having been easily obtained. Trends indicate that these sources can be clustered according to loans, scholarships, federal/state grants, local resources (i.e., PTA) and other.

When asked to name "easily obtained loans and scholarships", respondents most often named two of the federal loan programs. The Stafford Loan (originally called the Guaranteed Student Loan) was named by 31% (n=40) of the respondents while the Perkins Loan was listed by 13% (n=17%). The other "easily obtained" source mentioned frequently by respondents was, as expected, the Mattera Fund, with 22 mentions. The Mattera Fund was brought to the respondents' attention by the questionnaire itself.

EXHIBIT 10
Easily Obtained Loans and Scholarships *

Allied Signal Grant
Ann Frank
BUD Student Scholarship
California Grant A&B
Catholic Daughters of America
Chief Ramirez
Cinco De Mayo
College Assistance Migrant Program
Community Scholarship for Migrants
Gloria and Joseph Mattera National Scholarship Fund for Migrant Children
Guaranteed Student Loan
H.E.B. Employee Scholarship
Hinson-Hazzlewood College Loan
Latin American Mennonite Brethren
League of United Latin American Citizens
Lyndon B. Johnson Elementary PTA
Merits Scholarship
Mexican American Scholarship at University of Southern California
Midwest Migrant Scholarship
National Hispanic Scholarship Fund
National Defense Student Loan
National Scholarships for Minorities and Women
National Hispanic Scholarship
New York State Tuition Assistance Program
Orange County Migrant Youth Association
Parent Loan
Pell Grant
Pepsi Scholarship
Perkins Loan
Presidential Scholarship from Arizona Western College
Sallie Mae
Southern Scholarship Foundation
Stafford Loan *(previously called Guaranteed Student Loan)*
Sunkist Memorial Scholarship
Supplemental Educational Opportunity Grant
Supplemental Loans for Students (SLS)
Texas Public Education Grant
Texas Guaranteed Student Loan
Tomás Rivera Scholarship of Southwest Texas
Track Scholarship
University of Texas Pan American Mariachi Scholarship
Venecia Foundation Scholarship

**These are listed as described by respondents. The official names of sources may be somewhat different.*

Key Factors in Decision Making and Academic Success

To examine the influences on students' lives before attending college, they were asked "Who/what was key to your making the decision to attend college/post-secondary education?" Exhibit 11 presents a summary of the responses to this question. Over half of the responses (56%) listed the students themselves or their parents as being key to their decision. Other factors frequently mentioned were the desire to get out of migrant work (12%), school staff (6%), and family members other than parents (5%). Friends and peers were only listed by three students (2%) as being key to their decisions.

EXHIBIT 11
Factors Key to Respondents' Deciding on Attending Post-Secondary Education

Response	# of Students
Support of parents	52
Myself	43
Desire to get out of migrant work	16
Other family members	7
High school counselor	4
Teacher	4
Friends and peers	3
Role models	2
Migrant Education Program	1
Three week art scholarship	1
Department of Social Services	1
Participation in college sports	1
Total	***135**

****This number represents a duplicated count as some students listed more than one factor in their decision.***

Forty percent of the students (n=52) indicated that their parents were key in helping them decide to receive a post-secondary education. One student wrote:

> My parents wholeheartedly supported education. Not only through encouragement, but it is very present in their lives. My father taught himself to read and write, and can hold extremely complex conversations with anyone. Both read a lot, which encouraged/created a need to learn within each of their children.

The reply to what or who was key in deciding to attend post-secondary education was provided by one respondent who recently graduated with a degree in social work: "My father always told us that college was important. He wanted his children to better themselves and get out of the fields. He didn't want us to have to struggle like he did. I also wanted to break the cycle. I wanted a career and a stable life". Another simply stated: "My Mom was key . . . we worked in the fields and wanted out".

Forty-three students (33%) indicated that the desire to attend college came from within themselves. Responses by these students included:

- "I wanted to make a better life for myself and also to make a better person out of myself".
- "Me. I want more than my town has to offer".
- "Desire to be somebody in life".
- "Myself, I wanted a better future".
- "I want to make it in life".
- "The desire to succeed".
- "Me, I want to be able to provide for my future family and my current family".
- "The thought that I could do much better in life with an education".
- "My desire to learn".
- "I knew that education was key to my future".

The desire to get out of migrant work and the experiences which they and their families had undergone was the motivating factor for 16 students (12%) deciding to attend college. One student stated, "I didn't want to work in the fields for the rest of my life. I made my own decision". Another student eloquently stated,

> I decided at a young age when I would see the suffering of my family and the people in the fields, the injustice to undocumented workers, and the children born with defects because of unsafe working conditions.

Still another student wrote, "I did not want my children working in the fields. My desire is to provide my family with what I missed out on and more. I don't want to live from paycheck to paycheck". The student who responded, "Working under the hot sun at minimum wage has taught me to value my education. . . " certainly expressed the view of many of her peers.

Students were asked, "If you are still in college/post-secondary education or have graduated, who or what has been helpful in your success?" Exhibit 12 presents students' responses to this question when listed by more than one student. Those factors listed only once included: U.S. Army, participation in sports, supporters who showed interest in me, study groups, involvement in organizations, people who support my goals, colleagues, professional role models, friendships with other migrant students, classmates, community, college administrators, and teaching first grade.

EXHIBIT 12
Helpful Factors in Respondents' Post-Secondary Academic Success

Response	# of Student Responses
Family	65
Teacher	17
Myself	15
Friends	13
Spouse	6
College Assistance Migrant Program	6
Belief in God	5
Counselors/advisors	4
Clubs for Latino students	3
Other college assistance programs	3
Boyfriend or girlfriend	3
Other programs for migrant students	2
Work	2
Total	*144

** This number represents a duplicated count as some respondents sometimes listed more than one helpful factor*

As indicated in Exhibit 11, the family is still the greatest influence in students' decisions to continue in post-secondary education (50%). The next greatest influence comes from teachers (13%) followed by the students' internal motivation (12%). While the influence of friends was only mentioned by three students as being key in their deciding to attend college, it is the fourth most mentioned category in students deciding to continue (10%). Spousal support and support from the College Assistance Migrant Program (CAMP), a federally-funded project that provides tutoring and resources for migrant students, were both mentioned by 5% of the students. Belief in God was also mentioned by 4% of the students. Many of the other categories relate to individuals who provided emotional and psychological support to the respondents.

Advice From Respondents for Other Migrant Students Contemplating Post-Secondary Education

The additional comments made by migrant student participants were aimed at providing encouragement, insights, and recommendations to other migrant students and to educators working with migrant students. Respondents saw college as an opportunity, an experience, and a privilege that is worth all the effort demanded of them. A civil engineering student, wrote "College has given me the opportunity to meet new people and to see for myself that there are more opportunities for me as a student to take advantage of". A psychology student at Texas A&M, wrote "Going to college is the best decision I have made in life... College has brought me knowledge, friends and a good job". An elementary education major at Florida A&M, noted,

> ...I have learned, matured, met a lot of people, and experienced a great deal. I would tell anyone if they have a dream and believe in their dream and have faith in God there is nothing that they can't do in this life. After all, dreams are only a blink away from reality.

For many students, being raised in a migrant family was not considered a hindrance but a point of pride. A graduate of the University of Texas (UT) Pan American, indicated "I did appreciate this background (migrant farmworker) because it further gave me the motivation to prove myself capable, and I believe I succeeded". An accounting/finance student at St. Edward's University in Austin, Texas, wrote, "Most of the migrant students at my school stick together and support each other. We are beating the odds and are proud of who we are". A former student, now an accountant at a CPA firm in Arizona, felt that her migrant background was a source of strength, "When you come from a background that is economically poor, you learn not to depend on anybody but yourself".

Many students provided advice to be shared with other migrant students and their educators. A graduate of the Masters of Public Administration at Ohio State University suggests that "Students (migrant) need more support in academics. Special tutorials for

migrants would be very beneficial since when in high school, one misses lots of school to go work in the fields". A management student at UT Austin adds "It would be useful to have peer counselors for migrant students so that they can orient and help high school migrant students become aware of some of the alternatives available for them".

A special education major at State University of New York (SUNY) at New Paltz wrote "If migrant students are to be successful they must have complete support from all school personnel. The student's family must also be involved". A mechanical engineering student at UT Austin recommends "The main idea we should start hammering into our children's minds starting from grade school is 'You're going to college.' Once you remove the option of not going to college, there will be no say whether or not the kid gets a higher education".

An elementary school major at Northern Arizona University included a comprehensive list of things that helped her during her "difficult years". This list is included verbatim as it provides insights into how migrant students might direct their social, emotional, and academic efforts.

1. Always be positive! When things went wrong I would tell myself that they will only get better.
2. Never give up: If someone couldn't help me, I could go to someone else who could help me.
3. Think about a bright future and not so much of the present. Example: When I become a teacher I will... Instead of, well I don't know if I really can do it because...
4. Make my studies my PRIORITY!
5. Have a positive relationship with my professors. (Making them my friends and not my enemies.)
6. Know important resources (people) and ask lots of questions.
7. Keep a personal journal with good and bad experiences written in.
8. Get involved in educational clubs.
9. Practice hobbies: working out, reading, dancing, etc.

PHASE II DATA ANALYSIS - Overview

Twenty-six migrant students were interviewed by telephone regarding their experience in choosing post-secondary education. The telephone survey was made up of structured questions asked of all students containing a list of probes which the interviewer could refer to elicit more information from the student. (See Appendix)

Each interview took about 30-40 minutes with questions ranging from the obstacles that students ran into that may have interfered with their fully participating in college or post-secondary education and how they overcame the obstacles, to their educational goals and advice they would give to other migrant youth. To follow are the questions asked in the survey and a summary section addressing each of the main categories of the student responses.

1. What were the most serious obstacles that you ran into that may have interfered with your fully participating and succeeding in college or post-secondary education?
2. How did you deal with the challenges and obstacles that were associated with participation and success in post-secondary education?
3. From whom did you seek advice about post-secondary education?
4. What are two or three factors that you feel have made your post-secondary education to date worthwhile?
5. Were you satisfied with the post-secondary school(s) that you are attending or have attended?
6. Do you remember when you set your educational goals upon entering college? How was your decision about a career choice right or wrong?
7. What advice would you give to other migrant youth who are thinking about a post-secondary education?

1. Obstacles Interfering With Participation in Post-Secondary Education

The most frequently mentioned obstacle to full participation in college was a lack of finances. The students interviewed financed their college expenses through a combination of

scholarships, grants, loans, work-study, and work outside of school. Work was often cited as having a detrimental effect on the students' academic success. One student noted that "I worked throughout my college career. For 1½ years I worked each night, five nights a week from 11 pm to 7 am". Another mentioned being pressured into working more than 50 hours at her "part-time" job during the week of the interview.

One student mentioned having financial responsibilities to his family as well as to school. During the interview he mentioned, "When I left they (mother and grandmother) would call for money. It was hard for them to see because I could have stayed home and worked in the fields. I sent them what I could - from my work-study job".

Adjustment to college life was also cited by several students as a major problem during their first year away from home. Some students indicated that it was difficult to adjust to being away from family and to living in a community much larger than where they had been raised. A St. Edwards University student (Austin, Texas) described it this way: "College seemed impossible before I came. When I arrived I found it unbelievable, a totally different environment". A University of Texas at Austin student stated: "It was so big I could not handle it. There are 50,000 students on campus. In my classes at the beginning there were 500 students in one class. You were nobody. I come from a small place".

For some students, lack of family support was a serious obstacle that made their decisions to go to school instead of staying at home and helping the family financially much more difficult. One male student told this story:

> Basically I just had to cry for a long time. I was expected to work. I was the oldest male. I had been accepted at UCLA and Berkeley. My father said I was crazy. 'You have to help me.' I applied at _____ and was accepted. I arranged for one of my high school teachers to pick me up at 5 am, take me to the airport. When I got there I called home and told them where I was. It was hard. Basically I was ostracized by my family and my extended family for a long time. I had to cry a lot and rely on friends at school. When I went home for the summer, my father thought I had come home for good, that I wasn't going back. He hugged me. But when I went home after my junior year, he knew then I wasn't

going to drop out, Then he was proud. He did not tell me, but my mother told me that he was telling his friends that his son was in college. I saved money and also I had a credit card and I got plane tickets for my mother and father and younger brother to go to the graduation. My brother was going to graduate from high school that year and I wanted him to see it.

Other students felt that high school had not prepared them for the demands of their particular careers. "I graduated at the top of my class but I was not prepared", stated an electrical engineering major. Another student, also in engineering, indicated that he received a 1.7 average (out of 4.0) the first semester. After some adjustments, he came back the second semester with better than a 3.0 grade point average.

2. Ways of Dealing With Challenges and Obstacles Associated with Post-Secondary Participation and Success

Students dealt with the financial challenges by obtaining scholarships, loans, working, and prayer. As noted elsewhere, working often created difficulties with maintaining a grade point average high enough to qualify for scholarships or a field of study. Students dealt with this problem by pushing themselves harder, switching to a less demanding major, or by seeking help from other students or from academic assistance programs.

Several students mentioned the College Assistance Migrant Program (CAMP) as being helpful not only with finances but also helpful in their adjustment to college life. CAMP provided a support system where students could share their problems with counselors and other students. Students mentioned the pre-freshman year two week orientation, group counseling sessions, and retreats as helping them to adapt to their new life.

Students got over their homesickness by joining student groups, finding friends, and participating in various organizations. Many were able to visit home on a regular basis. Others did not experience as much oneliness because they went to post-secondary school with friends from high school.

Many students benefited from tutors provided by their institutions and study groups

formed by the students themselves. Several students mentioned getting help with individual courses from professors. Respondents recommended that other students seek out their instructors and ask questions whenever they don't understand the material. As one student stated, "Lots of my friends were afraid professors might scold them (if they asked questions). That's a mistake. Here, the material builds and builds, and you get behind if you don't get answers to your questions". One student recommended that students take a teacher to lunch. "Lots of time you need letters of recommendation or advice", he remarked.

3. Persons From Whom Respondents Sought Advice

High school counselors were mentioned as both being highly influential in making decisions concerning college and as discouraging students from seeking high expectations. One student who is now working on a graduate degree mentioned that "counselors from my high school came to my house after I had dropped out of school". Another credited her counselor as being one of the first who believed that she could make it into medical school. One student mentioned a government teacher who would take class time to have students fill out college applications. This teacher was so successful in raising the expectations of this group of students that eight were accepted by well known colleges.

Migrant education program staff were also mentioned as advising students about post-secondary education. Once again, students gave credit to CAMP staff for providing advice in school matters. One student mentioned a Migrant Tutorial Outreach Program that she attended when she was 13 or 14 years old as giving her a first introduction to college.

Many students had older siblings who had gone to college and provided advice as well as a role model to follow. In other cases it was a cousin, aunt or other relative that provided advice. Some interviewees also indicated that they had worked independently, getting information from books.

4. Factors That Made Respondents' Post-secondary Experience Worthwhile

The greatest benefits acquired from their college experience were seen as access to a career and personal growth and knowledge. Students mentioned that they had become more open minded, more positive toward life in general, more informed, more self confident, and more secure in themselves. As one student stated, "It (college) gives you lots of self confidence, a belief that you can accomplish. Once you get an education at any level, you believe that you can open doors for yourself". Another student put it this way", I have grown personally and emotionally. I have become more well rounded. I don't close myself to new things".

One student provided a list that represented the documented feelings of many of the other respondents.

1) I have learned a tremendous amount about myself that I did not know before. It is self therapeutic. In one of my courses they have discussed stress and multiculturalism, areas I want to know more about.

2) The possibility of getting out there and establishing a good career and furthering your career goals as well as personal goals.

3) My job - all the benefits that come with it and the pay. It is a good feeling to have a secure job, to provide for your family and kids.

4) Also the security - I could quit and find something else. You have the sense of security with a degree. I could do anything I want.

Other students emphasized their acquired ability to help others. "I can use my education to help others. In this area where we have a large population of disadvantaged (persons), I can help", stated one student. Another made a similar statement, "...Making my family and community happy. I am one of the few that went out. Many in the community are counting on my coming back to teach. They say: 'He wants to come back'".

On another note, one student mentioned the connections he's made with friends at school as a factor making his school experience worthwhile. He stated, "I have a lot of friends in a lot of majors. I think they will be friends after I graduate. So if you need a favor...".

5. Satisfaction With Post-Secondary Schools

All those interviewed were generally satisfied with the post-secondary schools attended. Students attending large institutions felt the overall quality of education was best at these schools while those attending small colleges indicated that the small schools best met their needs. A student attending a small college noted that, "There are not many students in a classroom. You get lots of attention. The faculty and staff give you a lot of attention. If you do not understand they are willing to help. They go into detail if you need it".

Students in schools with small Hispanic populations did express some discomfort in the lack of sensitivity of the majority students. One interviewee indicated that he had gotten into fights over racial issues with white students.

6. Education and Career Goals

Response to this question was varied. Several made comments about setting their goals as far back as "...ever since I was a little girl". Four others noted making decisions during junior high while six reported setting goals during high school. More, however, eleven, spoke of setting goals during their college years. Six interviewees spoke positively about various services that their post-secondary schools had offered to help them establish career goals.

The choice of a career was reported as being difficult. One interviewee spoke of arriving at college with a very limited idea of possible careers. "I was to a certain degree brainwashed. I thought there were only three professions: law, medicine, and engineering". Another reported, "It is hard to choose a major. One friend was going for biology. He was going to be a doctor, to make money and have prestige. With that idea for picking a major it

may be different from what you really want to do. The best thing to do is something you feel good about". Four interviewees reported arriving at a major by taking particular courses either in high school or college and deciding to pursue the area as a career. Four others spoke of personal experiences that led to the selection of a career. One, for instance, has decided to work in immigration services. "When I was entering high school my relatives were in the process of becoming citizens. I was the translator for them. I was always with them going to the naturalization and immigration offices. After seeing that, I chose political science with a minor in foreign languages. Then later I plan to go to law school". Another interviewee discussed his plans for a medical career, "I've always been in a hospital environment because my brother had polio. I always knew I wanted to help".

7. Advice for Other Migrant Youth

All students surveyed indicated that they would encourage other migrant youth to obtain a post-secondary education. A frequent comment expressed in the current vernacular was, "Go for it!" One student encouraged others, "To pursue it, no matter how difficult it might seem, whether finances were too limited, or if studies were too hard. If your parents are behind you and even if they are not, it is something you have to show yourself. Just seeing what your parents do. There's more out there than just working in the fields. Set those goals; little by little you will reach them".

Students also advised others to talk to their advisors and counselors early in high school or even grade school if possible. One reported, "They should also talk to advisors or counselors and talk to them about what college and where. In my case I didn't have much contact, but I think it would have helped". They suggested that students challenge teachers to teach them more. One student suggested emphasizing "Basic skills: English, math, and writing. Then you can do the other things".

One student recommended, "Set your goals really high. Never lower your standards. Really believe that you can succeed. Don't let anyone, even your family, keep you from succeeding. Sooner or later they will know that what you are doing is right". Another advised students to be persistent and not to get discouraged during the first year at college which he saw as the most difficult academically. In college, "be open minded, try to learn everything", suggested another student. She stated that to develop an eagerness to learn was the best advice she could give fellow students. Another student obviously agreed as he recommended that students "focus more on how they can better their lives using their minds, applying what they have learned in pursuing an education".

Summary and Recommendation for Further Study

Post-secondary education is not easy for migrant students. Some come unprepared academically, others experience culture shock, and many struggle financially. A political science major at the University of New Mexico, described his experience:

> I'm always poor. I don't even eat sometimes. I want to graduate but my parents can't help me or any of my family members.... I'm struggling hard. I just hope a reward will be there for me at the end of this dark tunnel I'm sick and tired of being in.

Nearly 80% of the migrant post-secondary students involved in this study stated that their families had worked over 10 years in a various types of migratory agricultural work including the planting, weeding, cleaning, harvesting, and packaging of 37 different crops.

The subjects for the study were mainly Hispanic, although about 8% identified themselves as African-American, Caucasian, or Asian. Currently, the respondents are concentrated in the U.S. Southwest with a majority residing in Texas. Nearly 60% were born in the United States. As a group, the students did well in high school with about half ranking in the upper 10% of their graduating class. Over half were in college preparatory classes, about one-third in general education classes, and the remainder were enrolled in business or vocational programs. One-fourth of the students indicated that their parents had no formal schooling and 55% noted that their parents had a grade school education.

Clearly, financial needs (including the need to work) ranked as the factor most closely associated with dropping out of post-secondary education for the 53% of study participants who temporarily or permanently dropped out. About half of all the respondents indicated that they had experienced problems in obtaining financial assistance. About 20% of all respondents indicated having changed their goals for college/post-secondary education with about one half of this group changing their goals in order to obtain a higher degree than originally planned.

The key factors influencing students' decision making before attending post-secondary education were the influence of their parents or their own desire and motivation. Many of the respondents spoke of a strong desire to better their economic or social position through education. Friends and peers were not found to be key in decision making before attending post-secondary education, but were found to be key in students' decisions to continue once they were enrolled. A reasonable assumption is that once involved in post-secondary education, more of their friends shared common goals for obtaining degrees or certificates.

Among the obstacles listed by the study subjects as interfering with participation and success in post-secondary education were lack of finances, financial responsibilities, difficulties in adjustment to college life, lack of family support, and poor preparation during high school. Difficulties obtaining financial assistance was so important that 58 of 129 respondents replied to an open-ended question, relating difficulties. (What problems, if any, did you have in finding and/or obtaining loans, financial assistance, or scholarships?) Migrant students reported dealing with these obstacles mainly by obtaining scholarships, pushing themselves harder, switching to less demanding majors, and seeking help from other individuals or agencies. The main resources that they listed were their teachers and high school counselors, migrant staff and programs, relatives, and role models.

The factors that made students' post-secondary education worthwhile were reported to be access to careers, personal growth and knowledge, making connections, and acquiring the ability to help others. Respondents were vocal about their advice for other migrant students. They admonished them to talk to advisors and counselors early in their educational careers, set high goals, be persistent and open minded, use and apply what they had learned, and organize and schedule their free time.

In conclusion, the influences in the decisions made by migrant students regarding post-secondary participation and success can be attributed to: 1) access to quality high school and

college counseling that offers an array of options; 2) personal factors including the individual's motivation and beliefs about self efficacy; 3) financial factors including access to scholarships, loans, and work or work-study programs; and 4) ongoing support from family and educational personnel.

1. Access to Quality Counseling That Offers an Array of Options

This issue is a primary one of having the opportunity to learn and to succeed. School personnel including instructors must set challenging educational standards for migrant students and provide the opportunities for them to learn through access to quality curriculum and instruction. Counselors, likewise, must set high but reasonable expectations for migrant youth, guiding them into post-secondary choices that reflect these expectations and provide resources to support their aspirations and choices. Continued access to quality counseling during post-secondary years is also important.

2. Personal Factors Including the Individual's Motivation and Beliefs About Self Efficacy

The students themselves demonstrated a resiliency and a motivation to succeed in spite of overwhelming financial and personal obstacles. School personnel clearly are key in helping students to feel positive about themselves and about their ability to set high goals and to succeed in school. Self esteem and efficacy curricula are an important tool to foster this. Further, all students--but especially students who are highly mobile--would benefit from a safe, orderly, secure, and caring environment in which educators echo the philosophy that all students can learn.

3. Financial Factors Including Access to Scholarships, Loans, and Work or Work-Study Programs

The information about assistance through student financial aid packages that come primarily from the federal and state government and through private programs is essential to migrant students' success in post-secondary endeavors. Information on federal and state

government financial aid based on need should be shared with migrant youth and their parents. Counselors need to share information on private sources, local and national, that are worth the students' effort and explain that individual schools often have their own resources to aid qualifying applicants. Students and parents may require help with completing the complex applications for financial aid. One respondent reported that counselors at his school worked with the English Department in helping students with essays on their goals. These could then be revised to fit many colleges' application requirements.

4) Ongoing Support From Family and Educational Personnel

Paramount to migrant youths' success in educational environments is the support of family and instructional staff as students pursue their educational goals. Home/school/community partnerships that nourish student learning and success can serve as the foundation of this support. The involvement of parents in the decision making about the education of their children is key to this partnership. The schools should take the lead to proactively involve parents, to help them feel comfortable in their roles, help prepare them to meaningfully participate, and to emphasize the value of working together. Conducting workshops for parents and students on applying to college would be one step in the process.

Now that baseline information has been collected and described for migrant post-secondary students, it is recommended that studies be undertaken to investigate further the relationships among the factors identified as being related to student success and the obstacles preventing success. The determination of correlations and analyses of the various influencing factors would be extremely useful to reveal the sources of greatest impact.

Appendix

Data Collection Instruments

Questionnaire
Migrant Farmworker Students: Decisions Involved in Post Secondary Participation and Success

Demographic Information

_____ Name

__/__/__ Date of Birth

M F Sex

☐ Single ☐ Married
☐ Divorced ☐ Widowed

_____ Current Mailing Address

_____ Phone Number

Children: Yes / No
If yes, how many?_____

Ethnicity:
☐ Asian/Pacific Islander ☐ Native American
☐ African American ☐ Caucasian
☐ Hispanic

Family Information

Type of work that qualified you and\or your family as migrant farmworkers:_____
_____

Number of years family worked in agriculture: ☐ less than 1 ☐ 1-2 ☐ 3-5 ☐ 6-10 ☐ 10+

Are you or your family still working in agriculture? Yes / No
If yes, when was the most recent move?_____
Where?_____

Your first language spoken:_____
Language most comfortable speaking: At home_____
In school_____
With friends_____

Age and sex of your brothers and sisters:

Circle Male or Female	(Oldest)										(Youngest)
	M F	M F	M F	M F	M F	M F	M F	M F	M F	M F	M F
Age	___	___	___	___	___	___	___	___	___	___	___

Number of brothers and sisters before you that went beyond high school? _____
Number of brothers and sisters after you that went beyond high school? _____

Level of education:	Father	☐ No formal Schooling	☐ Grade School	☐ High School	☐ Some College	☐ College Graduate
	Mother	☐ No formal Schooling	☐ Grade School	☐ High School	☐ Some College	☐ College Graduate

High School Information

Number of students in high school graduating class:

☐ less than 50 ☐ 101-200 ☐ 301-500
☐ 51-100 ☐ 201-300 ☐ 500+
☐ Don't Know

Your rank in high school:

☐ Upper 10% ☐ Upper 50%
☐ Upper 25% ☐ Lower 49%

High school Program: ☐ College Prep ☐ Business ☐ General ☐ Vocational Education/Technology ☐ Other_____

College\Post Secondary Information

College/post secondary choice at the time you left high school:

☐ 4 year college ☐ Vocational school
☐ 2 year college ☐ Other_____

List all the college(s) attended, location, dates of enrollment, and major field of study:

1._____
College Location Dates Field of Study

2._____
College Location Dates Field of Study

3._____
College Location Dates Field of Study

Current degree sought: ☐ Bachelors (4 year) ☐ Associates (2 year) ☐ Other_____

Have your goals for college/post secondary education changed? Yes / No
If so, how?

Cumulative college/post secondary Grade Point Average (GPA):_____
☐ Out of 4 points ☐ Out of 5 points

Means of paying for college/post secondary education: (check as many as apply)

- ☐ Work
- ☐ Work/study
- ☐ Scholarship(s)
- ☐ Loan(s)
- ☐ Family/parent support
- ☐ Other_____

What problems, if any, did you have in finding and/or obtaining loans, financial assistance, or scholarships?

Describe loans/scholarships that were particularly easy to obtain.

Who/what was key to your making the decision to attend college/post secondary education?

When do you plan to graduate? ☐1994 ☐1995 ☐1996 ☐1997 or later

If you have already graduated, what was the year? _____
What degree did you receive?_____
What was your major _____

If you have graduated or left school, what are you doing now?

If you are still in college/post secondary education or have graduated, who or what has been helpful in your success?

If you dropped out of college/post secondary education, what were your reasons? (check as many as apply)

- ☐ Work
- ☐ Poor grades
- ☐ To get married
- ☐ Raise children
- ☐ Take care of family members
- ☐ Lack of interest
- ☐ Unable to pay
- ☐ Other_____

Please explain further:

Do you plan to return to college/post secondary education? Yes / No
If no, why not?

Please add any additional thoughts about your college experiences to date:

Your Comments:

Follow-up Telephone Survey

Migrant Farmworker Students: Decisions involved in Post Secondary Participation and Success

Directions: After drawing a sample of 30 migrant students (stratified for ethnicity, migration patterns, and years of college participation), interview the students by telephone asking the questions on this survey. Although the survey is designed to elicit open-ended responses, if the quality of the response is minimal, you may wish to use the probes that are listed under each question.

Begin the interview by introducing yourself, stating the purpose of the call and the study, mentioning that the interviewee has been chosen to participate in the follow-up portion of the study, and thanking them for taking time for participate. Let the interviewee know about how long the interview will take.

Before the interview begins, be prepared with a separate piece of paper for each survey question. If you are unsure that you will be able to capture the main points of the responses, ask permission from the interviewee to tape record the conversation. Use the taped record in addition to your written notes and not as a substitute for written notes.

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1. What was the most serious obstacle that you ran into that may have interfered with your fully participating in college or post secondary education?

   Probes:

   - Was language a barrier?
   - Were there any specific cultural clashes that you encountered?
   - Did you feel that your instructors had high expectations for your success? Which behaviors made you draw this conclusion?
   - Did limited finances pose a barrier?
   - Was your family supportive of your participation in post secondary education?
   - Did your high school friends also participate in post secondary education? If not, was this a barrier to your participation? How?
   - Do you believe that you have the intelligence, talent, and skills to be successful in post secondary education?
   - What is something that you could have done differently to overcome the obstacles to your success in post secondary education?

2. What were <u>two other obstacles</u> that may have affected your participation and success in post secondary education? *(Note: this question may not be necessary if the interviewee listed several items during his/her response to question #1.)*

<u>Probes</u>:

-- Was language a barrier? What steps did you take to overcome this?

-- Were there any specific cultural clashes that you encountered?

-- Did you feel that your instructors had high expectations for your success? What behaviors did they exhibit that made you draw this conclusion?

-- Did lack of finances pose a barrier? What steps did you take to overcome this barrier?

-- Was your family supportive of your participation in post secondary education? In what ways did they show it?

-- Did your high school friends also participate in post secondary education? If not, was this a barrier to your participation? How?

-- Do you believe that you have the intelligence, talent, and skills to be successful in post secondary education? If so, why? If not, why not?

3. How did you deal with the challenges and obstacles that were associated with participation and success in post secondary education?

<u>Probes</u>:

-- Did you seek advice from any individual or agency staff member? If so, from whom?

-- Generally, did you act immediately when you encountered an obstacle or challenge, or did you wait? If you waited, why and how long?

-- Did you feel that there were solutions to the obstacles that you encountered? If not, why not?

-- What specific skills and experiences prepared you to deal with the challenges and obstacles?

-- At what point did you feel that you were prepared to deal with the challenges and obstacles that you encountered?

4. From whom did you seek advice about post secondary education?

Probes:

— From which family member? From which friend?

— From which school staff person? From which agency?

— From any other individuals or agency personnel?

5. What are two or three factors that you feel have made your post secondary education to date worthwhile?

Probes:

- Have you been able to help other students like yourself after participating in (or after completing) post secondary education? What are some examples?

- Have you become more self confident after participating in (or competing) post secondary education? What are some examples?

- After participating in post secondary education, have your interests changed? How?

- Do you feel that your post secondary education has increased your earning power? In what ways?

- How are your ambitions for yourself different now than before you began your post secondary education?

- What do you feel could have made your post secondary education more worthwhile?

- If you graduated, has your degree helped you to find an interesting job?

6. Were you satisfied with the post secondary school(s) that you are attending or have attended?

Probes:

- In what ways did the school provide you the academic, fiscal, and emotional support that you needed?

- In what ways were the classes meaningful? Challenging?

- Give examples of ways that the school(s) helped you apply what you had studied to practical situations?

- Were the instructors knowledgeable? Helpful? Willing to provide additional help if you needed it? Good role models?

-- What do you feel that the school(s) could have done differently to make you more satisfied with your post secondary experience?

-- Who helped you make your decisions about the post secondary school(s) that you attended?

7. Do you remember when you set your educational goals upon entering college? How was your decision about a career choice right or wrong? *(Interviewer note: If the response is "no", to the first part of the question, say: When do you remember setting your goals for a career choice? and then continue with the probes listed below. If the response is "yes", say: In what ways were your decisions about your career goals right or wrong?)*

Probes:

-- Did you make a decision and stick with it? If so, why? If not, why not?

-- How often did you change your mind about the academic program that you studied?

-- Who assisted you to make your decisions? In what ways were these people helpful?

-- What were the main factors that made you choose the post secondary school(s) that you attended?

-- Who was most influential in helping you to make your decisions about the post secondary school(s) that you attended?

8. What advice would you give to other migrant youth who are thinking about a post secondary education?

Probes:

-- Who should other migrant youth seek out to talk about post secondary education?

-- When should they begin thinking about post secondary education?

-- In what ways could they prepare themselves for the challenges that they will be facing in post secondary education?

-- What academic preparation do you think would be essential?

-- What emotional or psychological preparation do you think would be essential?

Note: Upon completing the interview, mention to the interviewee that you will be sending them an executive summary of the study upon its completion in 1995. Ask them where they would like this information sent. Thank them for their time and for sharing their important insights with you.